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ABSTRACT

This teaching unit, The Post Office, is one in a series of career guides develcped by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Public Service Occupations Career Cluster, these nine lessons give an overview of the operations and services provided by a post office and give tasks and responsibilities as well as career opportunities in the postal service. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4--CE 025 766-789.) (MEK)

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ED187999

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Division of Instructional Services

Project CHOICE
#115

A CAREER UNIT FOR GRADES 3 AND 4

THE POST OFFICE

(Public Service Occupations Career Cluster)

CE025 782

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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September, 1979

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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Public Service Occupations Career Cluster

THE POST OFFICE

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THE POST OFFICE

RATIONALE

Children are interested in their own community and in exploring the many places of service and business. In this unit the children will investigate the post office, thereby becoming aware of the role the post office plays in our community. Activities within the unit will make the children aware of the services a post office provides and of the many different types of jobs and responsibilities people have at the post office. They will gain a greater appreciation of the "behind the scene operation" of the post office.

GOALS

Through this unit, students will:

- -Learn about the overall operation of a post office.
- -Become aware of the services provided by a post office.
- -Acquire an understanding of the tasks and responsibilities of post office employees.
- -Become aware of career opportunities in the post office.
- -See the relationship between educational skills and working in, or using the services of, a post office.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

- -Identify six jobs necessary to the operation of a post office.
- -Name three services the post office provides.
- -Identify and understand the role of the post office in a community.
- -Name at least four workers necessary to the operation of the post office and be able to tell something about their responsibilities.
- -List some safety rules and gain an understanding of their necessity.
- -Name at least six different career opportunities available at a post office.
- -Name at least three skills necessary in order for the employee to do his job.

ENTRY LEVEL ASSESSMENT
(To be used as a pre-test and a post-test.)

Use this informal inventory to determine class awareness of the post office.

1. Why is the post office important to our community?

2. Name some services the post office provides.

3. Name some workers necessary to the operation of the post office. Tell what each worker does.

4. Name some skills that the workers of the post office would need to have in order to do their jobs.

5. Tell some of the safety rules the post office has for its workers.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

TASK CARDS

The task cards are designed to be used with individuals, small groups or total classes. Some of the task cards pertain to specific lessons and should be introduced as directed in this guide. Other task cards may be introduced at the discretion of the teacher depending on class needs and special interests.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

-Films, filmstrips, study prints, as listed.
-Books, as listed.
-Task cards.
-Permission slips.
-Film projector, filmstrip projector.
-Record player.
-Tape recorder and tape (cassette).
-A variety of art materials.

Books:

Title	Author
Let's Go to a Post Office	Buchheimer
I Want to Be a Postman	Green
True Book of Our Post Office and It's Helpers	Miner
First Book of International Mail	Hoke
Behind the Scenes at the Post Office	Lewis
Mail Riders (Paul Revere to Pony Express)	McCall
Riders of the Pony Express	Moody
Stamp Collecting	Lewis
America's Stamps	Petersham
Postage Stamps of the United States (1847-1953)	U. S. Dept. of Post Office

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films: MP 6168 Letter to Grandmother

COMMUNITY RESOURCES

Contact U. S. Post Office; main branch, for speaker; Bakersfield; 861-4345.

Also:

Local postal workers and students and adults with stamp collections.

INSTRUCTIONAL STRATEGY: LESSONS 1 - 10

Lesson 1

PURPOSE

To assess the student's awareness and knowledge of a post office and some of the services it provides a community.

MATERIALS

1. Entry Level Assessment.
2. Chart paper, felt pen,
   or
   tape, tape recorder.
3. Permission slips, if field trip to the post office is planned for next day.

INTRODUCTION

Say: "In our neighborhood or community we have many places that provide services and sell goods. These places provide jobs for the people in the community. Can you name some of these?"
List children's responses.
"Today we are going to begin thinking of and learning about one of these places-the post office. I am going to ask you some questions about the post office. While we talk, I will record our discussion."

CLASS ACTIVITIES

1. Use Entry Level Assessment as a discussion guide, recording classes responses on chart paper or you may wish to record responses on tape.
2. Discuss field trip for next day.

SUMMARY

Relate the role of the post office to the community.

Lesson 2

PURPOSE

To familiarize students with the operation of a post office, its workers, the services it provides, safety rules and other factors of the "behind the scenes" operation.

MATERIALS

1. Permission slips signed for field trip to post office.*
2. Task cards for use as a study guide for the field trip.

INTRODUCTION

Say: "Today we will begin our study of the post office. We will be taking a trip to the post office to learn as much as we can about its operation. As you watch the workers, think about their various responsibilities and the skills we learn at school that are needed to work in a post office."

CLASS ACTIVITIES

1. Go over the questions on the task card.
2. *Take a field trip to the local post office.

SUMMARY

1. Review the questions on task card.
2. Discuss the skills used by people who work in the post office.
3. Decide what other things the students want to find out about the post office.

*Films or a resource person may be used in place of the field trip. Field trips or speaker arrangements should be made at least two weeks in advance.

Lesson 3

PURPOSE

To familiarize students with the jobs necessary to the functioning of a post office and the skills necessary for each job.

MATERIALS

1. Chart paper.
2. Felt pen.
3. Worker wheel, following page.
4. Task cards 1 through 7.
5. Activity sheet 1, following pages.

INTRODUCTION

Say: "Today we will talk about the different jobs in a post office. Help me list the ones you know."

CLASS ACTIVITIES

1. Teacher lists jobs in a post office as students name them.
2. Introduce the Worker Wheel for the post office.
3. Ask the students to name at least one skill each of these workers would need to do his or her job.
4. Task cards, hopefully the class could be divided into small work groups.
5. Activity sheet on worker wheel.

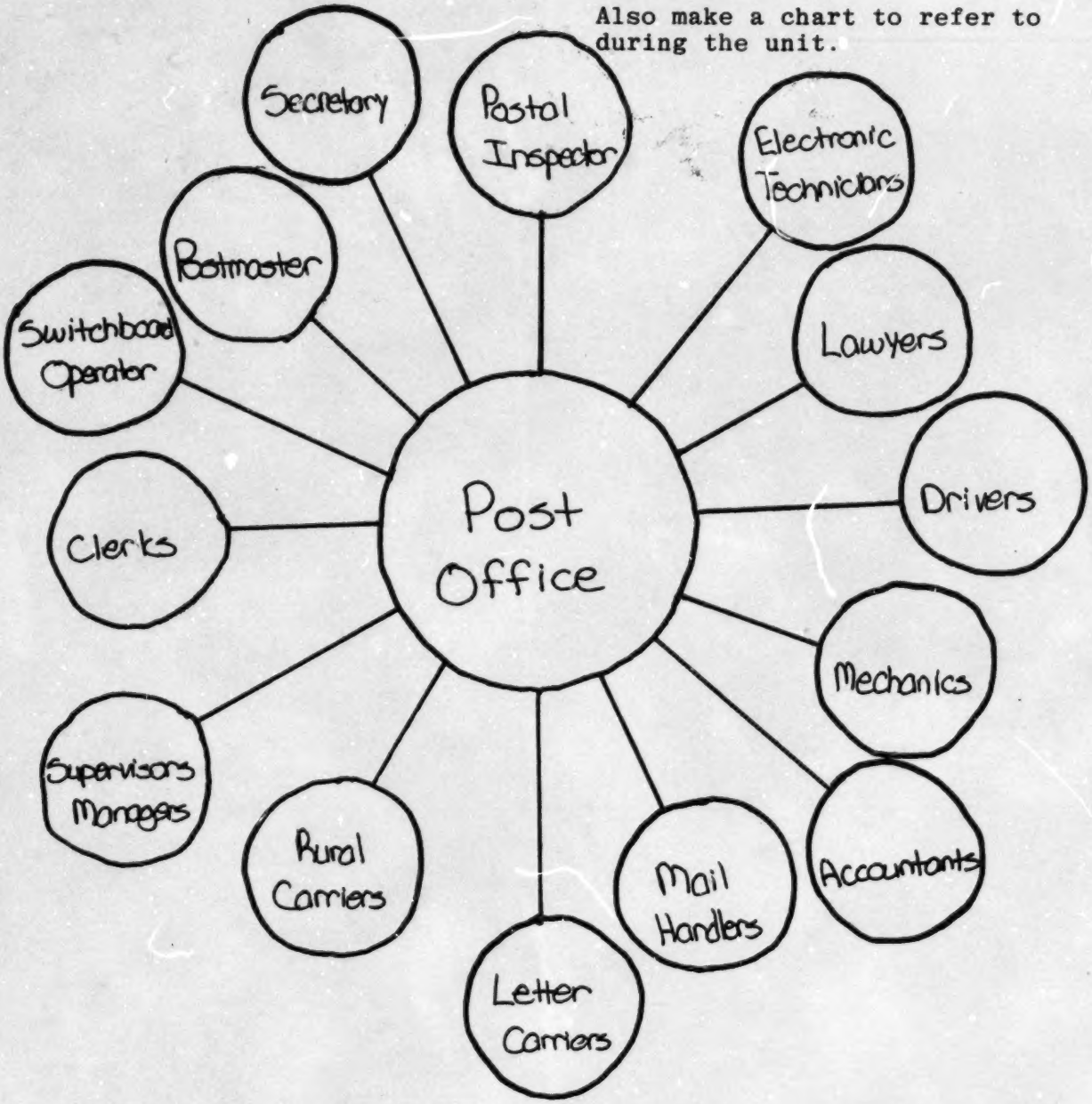
SUMMARY

Individual reports from children using task cards and/or involved in small work groups.

WORKER WHEEL

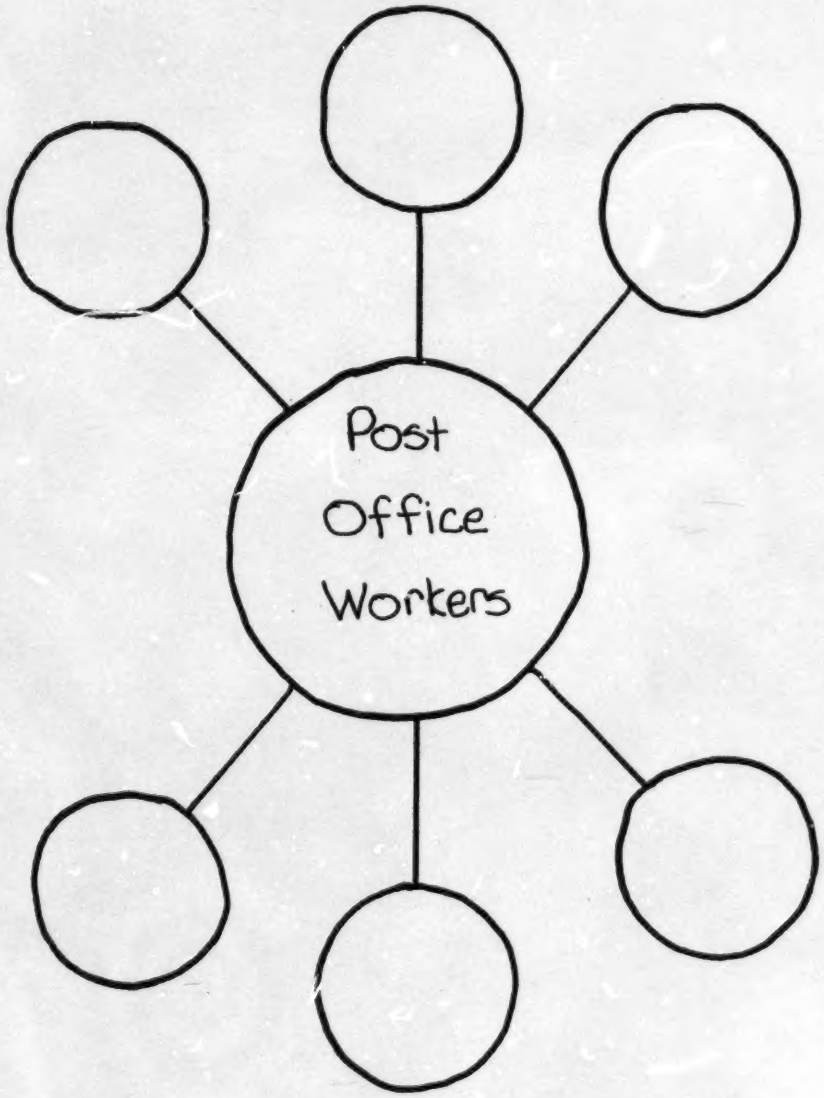
Make a worker wheel to use on a flannelboard. When discussing one particular worker, place only that job on the board so students do not confuse job titles since some responsibilities overlap.

Also make a chart to refer to during the unit.



ACTIVITY SHEET 1

Directions: Write the names of six workers in the post office worker wheel. On lined paper, write a sentence telling what each worker does.



Lesson 4

PURPOSE — To enable students to discover the responsibilities of each of the workers in a post office.

MATERIALS

1. List of workers developed in Lesson 3.
2. Task cards 1 through 10
3. Appropriate books for individual or small groups to use, from a school or public library:
   Our Post Office and Its Helpers,
   Let's Go to a Post Office,
   I Want to Be a Postman.
   (See other suggestions in Instructional Materials Section.)
4. Worker Wheel

CLASS ACTIVITIES

1. Add to the list of workers and discuss responsibilities of each job.
2. Use worker wheel in discussion.
3. Task cards
4. Role playing and pantomime to show various postal workers in their working situations.
5. Individuals or small groups can read books listed above to give reports to rest of class. Reports could be oral or written or art work.

SUMMARY

1. Review list of workers, naming one responsibility of each worker.
2. Reports from students using task cards.
3. Reports from children using special books about the post office.

Lesson 5

PURPOSE

To develop the students' awareness of the departmentalization in the post office and how machines help to do the work efficiently.

MATERIALS

1. Worker wheel.
2. Task cards 1 through 16.

INTRODUCTION

Say: "The post office is a very large organization. Let's look at our worker wheel and see if we can group some workers together because of the kinds of things they do."

CLASS ACTIVITIES

1. Discussion based on introduction. List different worker groups on chalkboard. Accept all groups with students explaining why they put some jobs together.

   Possible groups could be:
   (Postmaster, secretary, supervisors)
   (Postal Inspectors, lawyers, secretaries, clerks)

2. Discuss how departments help the post office to function more efficiently and the role of machines.
3. Task cards.

SUMMARY

1. Review discussion concepts.
2. Individual reports from students using task cards.

Lesson 6

PURPOSE

To learn about the services the post office provides to the community.

MATERIALS

1. Suggested film: Letter to Grandmother 6168 Available from Instructional Resource Center, Superintendent of Schools.
2. Books from school or public library:
   America's Stamps,
   Stamp Collecting,
   Postage Stamps of the U.S.
3. Film projector.
4. Task cards 14 through 17 and 20, 21.

INTRODUCTION

Say: "Have you ever thought that the post office provides services to our community? Let's see how many we can think of from our study of the post office.

CLASS ACTIVITIES

1. List children's responses from introductory discussion.
2. View film.
3. Discuss post office services shown in film.
4. Have a resource person (a stamp collector) talk with the children about their stamp collection.*
5. Use books as reference books or for individual or small group work, having them report back to the class.
6. Task cards.

SUMMARY

1. Make a composite list of ways the post office provides services to the community.
2. Individual reports from children using task cards.

*Resource person could be a student or person from the community.

Lesson 7

PURPOSE

To develop student's awareness of the skills they are learning in school and how they relate to future achievements.

MATERIALS

1. Chart paper and felt pen.
2. Activity Sheet 2, next page.
3. Task cards 3 through 21.

INTRODUCTION

Say: "Let's think about ourselves today. What are we studying in our class that will be useful to you for the rest of your life? Tell me, how could you use math if you were a postal worker? Let's list other skills you might use such as reading, spelling, and social skills."

Make a chart similar to this to record responses:

Reading	Speaking	Arithmetic	Writing	Social

CLASS ACTIVITIES

1. Class discussion based on introduction.
2. Task cards.
3. Activity Sheet 2.
4. Have students write a paragraph on the post office job they might like and the skills necessary to perform their job. They may illustrate their story if they wish.

SUMMARY

1. Share Activity Sheets.
2. Reports from students using task cards.
3. Share job stories students have written.

ACTIVITY SHEET 2

Directions: Discuss the meaning of the skill areas (academic, social, physical, and artistic). Have the students read each phrase and place the number or numbers of the skills needed in completing the task.

1 ACADEMIC 2 SOCIAL 3 PHYSICAL 4 ARTISTIC

_____waiting on a customer at a service window

_____weighing a package for mailing

_____following directions

_____addressing an envelope

_____sorting packages

_____working with others

_____ordering stamps

_____collecting the mail from collection boxes

_____walking

_____loading a mail truck

_____driving a mail truck

_____giving someone information

_____delivering mail

_____talking to your boss

_____sorting mail

_____using machines

_____designing a new stamp

_____reading a city map

Lesson 8

PURPOSE

To familiarize students with the need for special rules and precautions to insure maximum safety for customers and workers.

MATERIALS

1. Chart paper and felt pen.
2. Art materials for making safety posters.
3. Task cards 3 through 21.

INTRODUCTION

Say: "Why do we have safety rules at school? Name one of the rules and tell why it is important. Do you think the post office might need safety rules, too?

CLASS ACTIVITIES

1. Discussion based on introduction.
2. Write a safety code for the post office's different departments.
3. Make safety posters using a variety of art materials.
4. Task cards.

SUMMARY

1. Share the safety codes.
2. Have students share their safety posters and tell why their safety rule is important to the operation of the post office.
3. Individual reports from students using task cards.

Lesson 9

PURPOSE

To enable students to assess their knowledge and understanding of the post office and its operation.

MATERIALS

1. Chart paper and felt pen,
   or
   tape and tape recorder.
2. Results of pre-test.
3. Entry Level Assessment.
4. All task cards.

INTRODUCTION

Say: "Today we will find out how much we have learned about the post office. Let's review the information we recorded before we started our study of the post office. Let's find out how much more we now know about the post office."

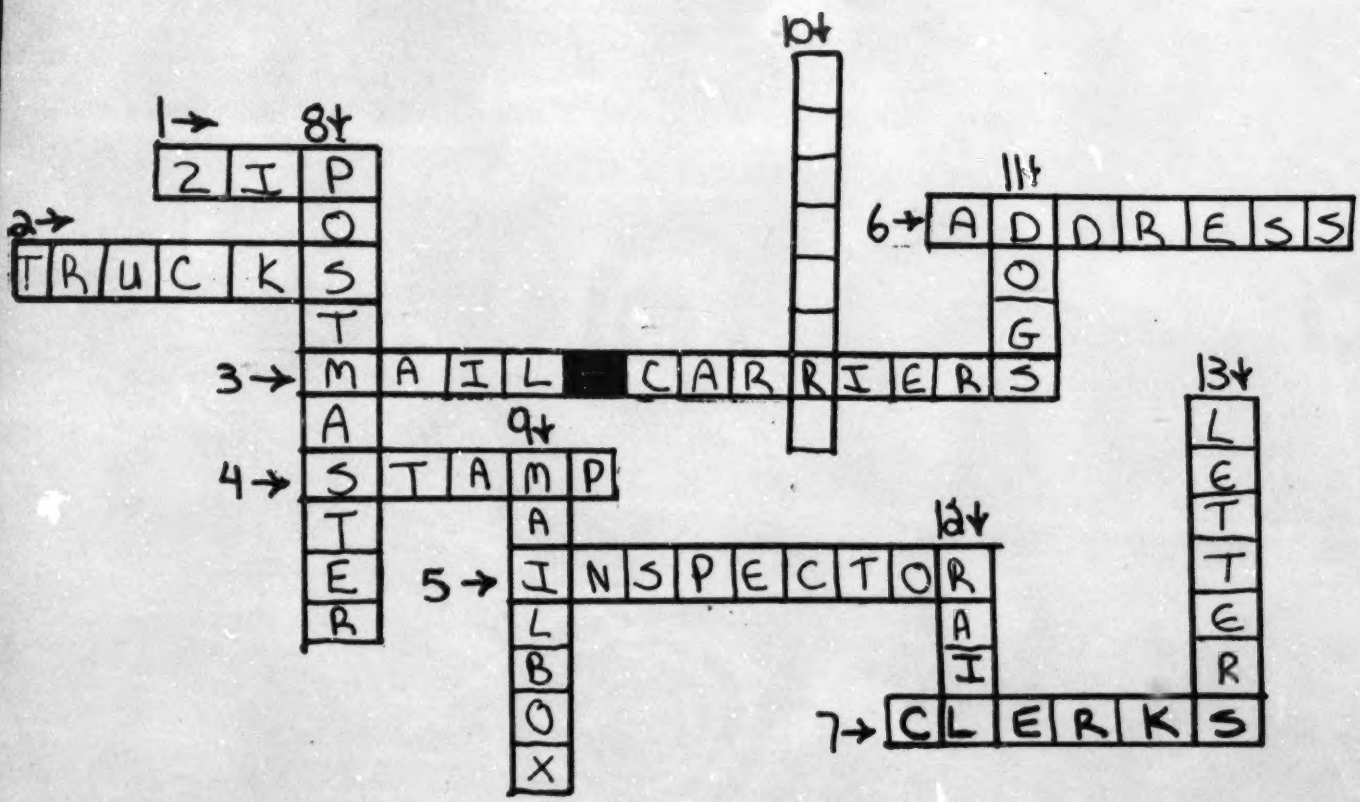
CLASS ACTIVITIES

1. Review responses on pre-test.
2. Use Entry Level Assessment for post-test.
3. Comparison of responses by class.
4. Free use of task cards.
5. Activity Sheet, Crossword Puzzle, next page.
6. Continue mural work.

SUMMARY

Students should feel free to comment on what they have learned. They should feel free to talk about things they liked or disliked about certain lessons or the unit.

ANSWER TO PUZZLE, page 17



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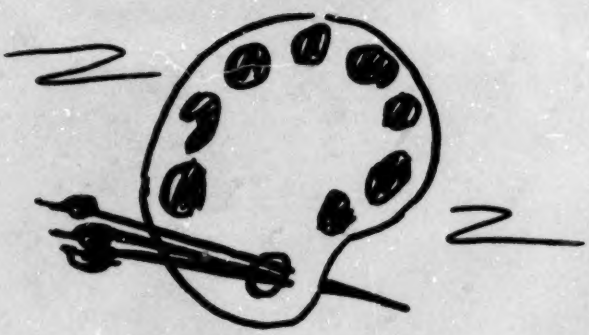
LET'S DISCOVER THE POST OFFICE*

You need:

1. eyes
2. ears
3. feet

1. How many people work at a post office?
2. Do they all have the same responsibilities?
3. Tell about some of the jobs different workers do.
4. What are some of the services provided by the post office.
5. Why is the post office an important part of the community?
6. How do machines help in the operation of the post office?
7. In what ways is the post office made safe for workers and customers?
8. What job would you like to do in a post office?
9. At what time during the year is the post office the busiest?

*This card is a study guide for the field trip to the post office. A copy of this card should be given to the resource person at the post office several days before the trip.



ARTISTS NEEDED!!

You need:

1. paint
2. brushes
3. mural paper

Choose three or four friends to help you.

Make a large mural of the trip to the post office.

Be sure to show:

1. workers in the post office.
2. machines that help in the operation of the post office.
3. services the post office provides.

ACT IT OUT!!

You need:

1. artistic skill
2. knowledge of jobs in a post office
3. slips of paper with different post office jobs written on them

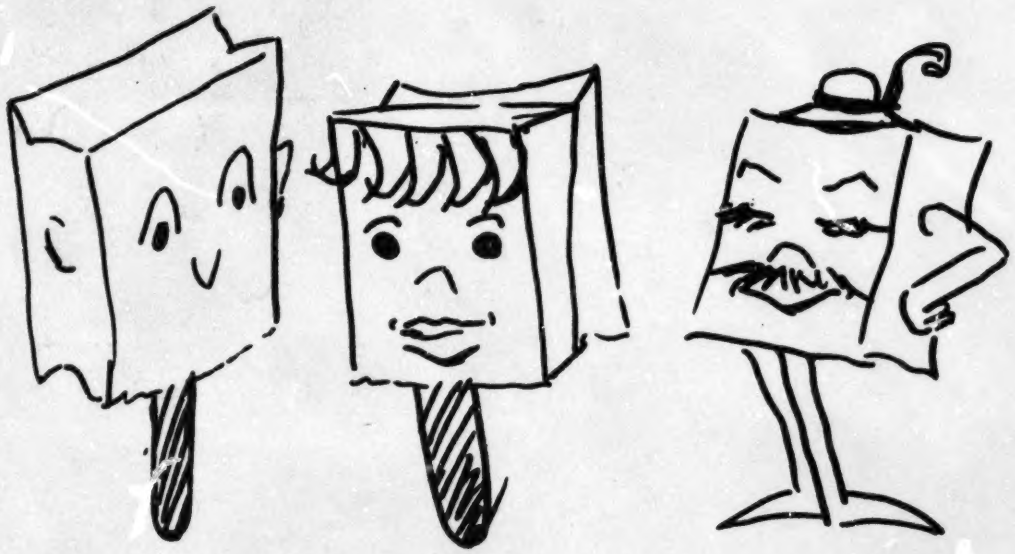
Choose a slip of paper.

Act out the job on the slip of paper. Pantomime it slowly so we can guess the job you are doing.

(You may ask a classmate to help you.)

Listed below are some job titles to help you.

letter carrier
rural carrier
supervisor
window clerk
postal inspector
postmaster
mail handler
driver
collector



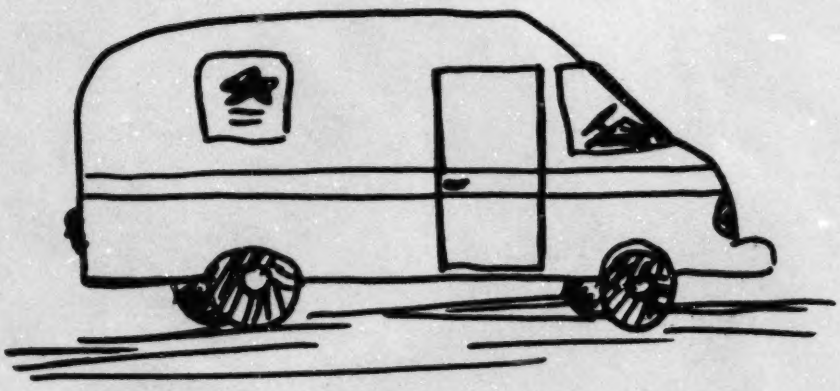
PUPPET FUN!!

You need:

1. colored paper
2. paper bags
3. felt pens or crayons
4. paste
5. scissors
6. a friend to work with you

Make some paper bag puppets of postal workers. Look at the worker wheel for ideas. Plan a puppet play about the operation of the post office. Include in your play the different kind of job responsibilities of the workers. Present your play to the class.

TASK CARD 5



MECHANIC NEEDED!!

You need:

1. pencil
2. lined paper
3. crayons or felt pens
4. drawing paper

You are one of the mechanics for the post office. Write several sentences to tell some of your job responsibilities. Then draw some pictures of the many different kinds of vehicles you help to keep in tip-top condition.

TASK CARD 6

THE MAIL CARRIER

You need:

-pencil

-paper

-writing skills

-knowledge about postal jobs

Pretend you are a reporter. Your assignment is to write a story about a letter carrier for your newspaper. Here are some things you might want to include in your story:

-Time of arrival at post office.

-Pick up and delivery of mail on route.

-Weight of mail being delivered.

-Different experiences carrier has had picking up and delivering mail.

-Are dogs really a problem on a mail route?

-What the mail carrier enjoys most about his job.

Have a friend proofread your story for you.

Share your story with the class.

SOMETHING SPECIAL !!

You need:

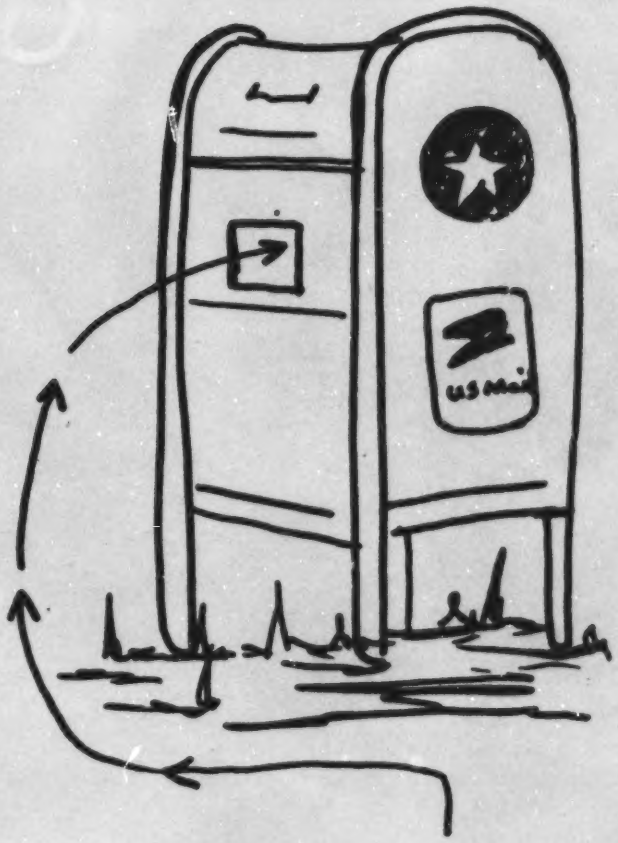
-a neighborhood mailbox

-a postal collector

-observation skills

Examine a mailbox in your neighborhood. Check the schedule. What does it tell you? Plan to be at the mail-box when a postal collector comes to collect the mail. Observe his work.

Report back to the class your observations.



(This may be used as a ditto)

REPORT CARD TIME

How do you rate yourself?

You need:

1. paper
2. pencil

Student:

Classroom:

Teacher:

Write:
very good,
or
good,
or
needs improvement

Work Habits

1. Ability to follow directions
2. Responsibility
3. Organization
4. Quality of work
5. Amount of work

Attitude

1. Toward other students
2. Toward school workers
3. Toward work
4. Toward learning

Personal Habits

1. Attendance
2. Promptness
3. Courtesy
4. Appearance

Looking For A Job?

Choose a job in the post office that you like best. Fill in this job application so you will qualify for your job.

Name _____ Today's Date _____

Postal job you are applying for. _____

Job description and responsibilities:

_____

_____

_____

_____

Skills you have that would apply to this position:

_____

_____

Education and/or Special Training:

_____

_____

Special interests or talents:

_____

_____

_____

Recent picture of self

X _____

Signature

You need:

1. manila paper
2. crayons
3. creativity

Some postal workers wear uniforms for their work. You have been chosen to design a new uniform for these postal workers.

What colors would you choose?

Design a uniform that the postal workers would like to wear.

Share your design with the class. Explain why your uniform would be practical for the worker and his or her job.

A CLASS ADDRESS BOOK

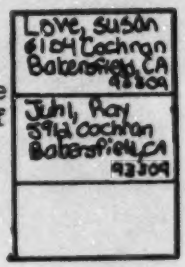
You need:

1. ditto masters
2. paper for the ditto machine
3. someone to run off the dittos on machine
4. 12 x 18 inch newsprint
5. pencil or pen

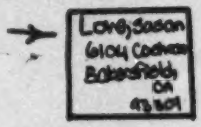
Let's make an address book!

Divide your ditto master like this. You will have room for three people to include their names and addresses on each ditto master.

Get some more masters and let everyone in the class participate. Have someone duplicate the dittos for you. Give each student one copy of each list.



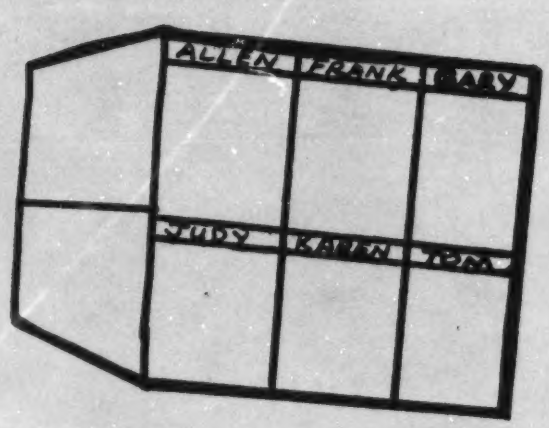
Cut the dittoed sheet apart into sections like this.



Arrange the sections in alphabetical order. Paste into a newsprint booklet in alphabetical order. Now everyone has a class address book.

TASK CARD 12

CLASS MAILBOXES



You need:

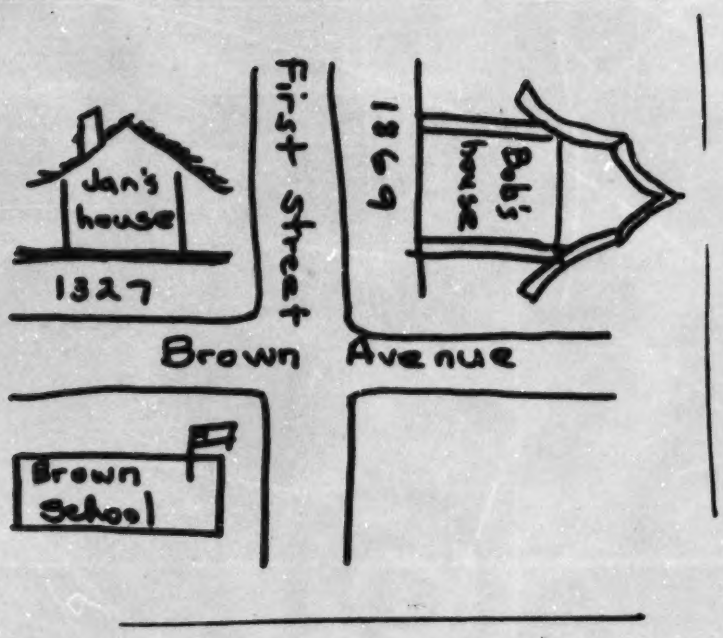
1. a milk carton for each student
2. construction paper
3. stapler
4. place in the classroom
5. strips of paper with names of students on them

Set up milk cartons some place in your classroom. Staple together. Cover outside area (top and sides) with construction paper. Alphabetize the papers with names and attach name to carton in alphabetical order.

Now each student has a private classroom mailbox.

You are now ready to help your teacher!

When your teacher has graded some work papers, put them in alphabetical order and then place them in each student's mailbox.



LET'S MAKE A MAP

You need:

1. large sheet of butcher paper
2. pencil
3. felt pens
4. city map (optional)
5. some friends

Choose three or four friends to help you.

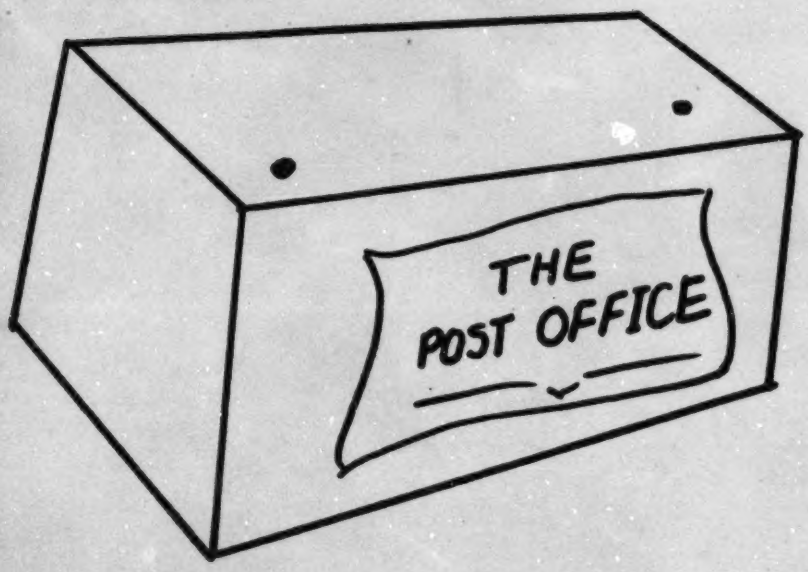
Make a neighborhood map for the classroom. Plan your map carefully.

Label the nearby streets around your school community.

Have everyone in your class draw their own house on the map showing their address.

Put your map up on a bulletin board for display.

LET'S MAKE A MOVIE!!



You will need:

-cardboard box
-2 cupboard rollers
-4 nails
-tape
-roll of white shelf paper
-paint or crayons or felt pens
-scissors
-3 or 4 friends to work with

Find a big box and two cardboard rollers. Have your teacher help you cut a hole in your box. Draw some pictures on the roll of shelf paper showing:

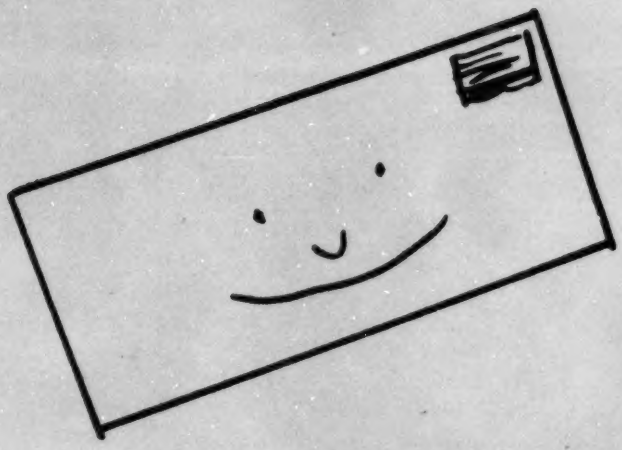
-What happens to a letter once it is mailed.

-All the postal workers' jobs needed to get a letter to its destination.

Use the tape to attach the ends of the shelf paper to the two cardboard rollers. Place nails in cardboard box so they will hold the cardboard rollers in place. Put the rollers in the box.

Share your movie with the class.

Find out if another class at your school would like to se your movie. If so, share your movie with them giving a report about your study of the post office.



You need:

-paper

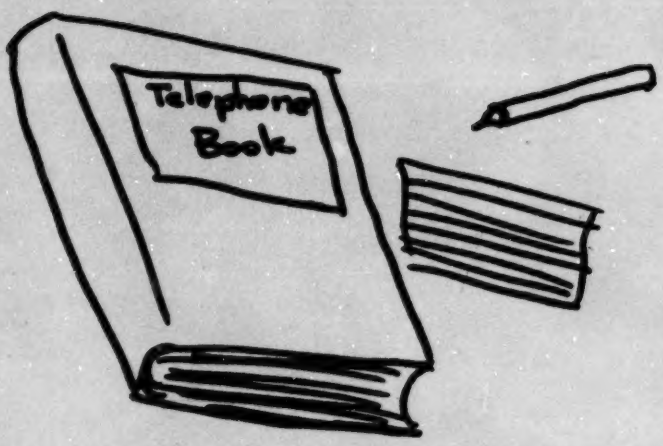
-pencil

-knowledge about what happens to a letter when mailed

-some imagination

Pretend you are a letter. Someone has just deposited you in a mailbox. Write a story telling about your adventures until you arrive at your destination. Include in your story some real facts about real letters, but also use imagination! You might want to illustrate parts of your story.

Share your story with the class.



You need:

1. a telephone book
2. pencil
3. map of your city (optional)

Use the telephone book as a resource book to find the following:

1. the address of the main post office in our city
2. how many branches are in our city
3. the address of the branch nearest your home

Write your information on a piece of paper and report to the class.

Proofreader Needed!

You need:

-paper

-pencil

-reading and writing skills

Write this letter again! Put in all the capital letters and periods that have been left out. Give the letter to a friend to check.

1632 hill street
los angeles, calif.
march 20,

dear mark,

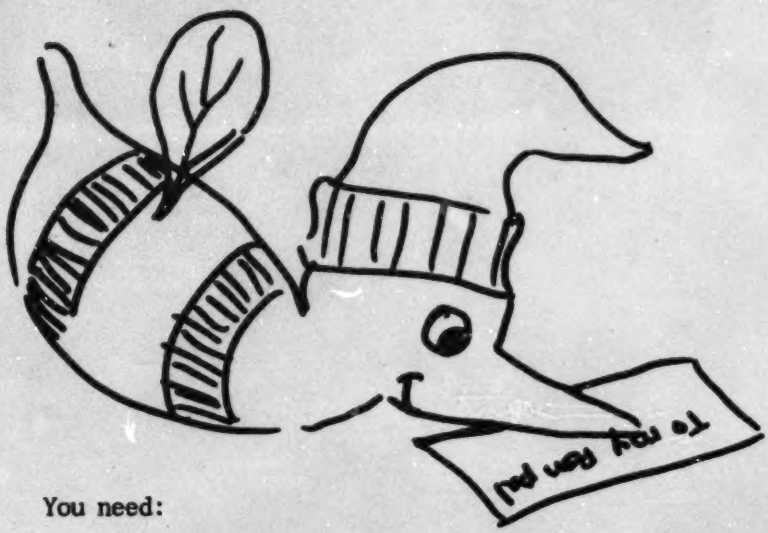
thanks for a really neat week-end i had a swell time the hockey game was the first game i've been too am glad the sam diego team won

i hope you can come visit me maybe you could come in may sometime write and let me know

your friend

don

TASK CARD 18



You need:

-pencil

-paper

-a friend to write a letter to

PEN PAL SPECIAL

Write a letter to a friend or relative who lives in another state. If you would like a new friend (a pen pal), send a request to the following address along with 25¢:

Pen Pals
Jack and Jill
P. O. Box 567B
Indianapolis, Indiana 46206

Be sure to include your name, age, and full address.

LET'S GO SHOPPING!!!

You need:

-paper

-pencil

-store catalog

You need to buy three gifts.
Use a catalog to do your shopping.
You have twenty dollars ($20.00) to spend.
You need to keep the weight under 5 pounds
so you can mail your gifts.
What would you buy?

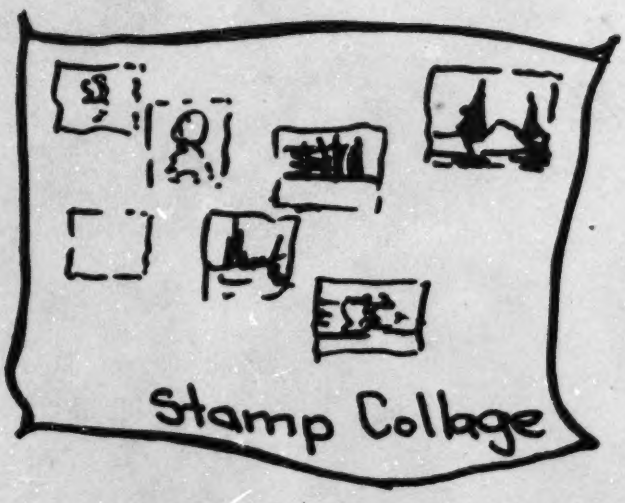
Total up the cost of the three items. Do not forget 6% sales tax.
Add a dollar for wrapping your package.

Now total the weight of your gifts; adding another ½ pound for the weight of the package.
Figure out how much postage you will need to mail your package at 20¢ a ½ pound.

How much did you spend altogether?

Have a friend check your math.

TASK CARD 20



LET'S MAKE A COLLAGE!

You need:

1. collection of stamps
2. paste
3. paper

Collect the stamps and postage markings on the mail coming to your house. Arrange the stamps on a piece of paper, making a collage.

Share your collage with the class. How many different kinds of stamps did you use? Can you tell something of interest about some of your stamps?

The post office has chosen you to design a new stamp. Think of a subject for your stamp, such as a famous person, historical event, or something about nature.

Go to the school or public library and find out some more about the subject you chose. Write a paragraph summarizing what you have learned.

Make a pencil sketch of your stamp. Use your background research to help you decide what to include in your design.

Now make the final copy of the stamp by using felt pens.

Plan to give a report to your class sharing your stamp and research work.